



Digital Learning Policy

February 2021

Notre Dame High School



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Objective

The purpose of introducing a Digital Learning policy in Notre Dame High School is primarily about raising attainment. During the Covid '19 pandemic, Digital Learning has enabled us to ensure a consistent high-quality approach to blended and remote learning while managing teacher workload.

With pupils back full time but missing school through self-isolation, the prospect of blended learning and/or school closures, there is a need for clarity, for pupils, staff and parents, in how we approach each, with regard to digital learning.

In December 2020 the First Minister announced that schools should provide remote learning from January 2021. This policy sets out to share expectations and establish a collective understanding of what remote and blended learning means for our school community for this period of school closure and/or further closures.

While the challenges of 2020-21 are evident, there are also opportunities to implement long term change with regard to digital learning, that do not negatively impact teacher workload. By streamlining and simplifying how we engage with pupils digitally, we can improve pupil engagement, improve quality of teaching and learning and raise attainment while working to reduce the impact on teachers.

Goals

- Set out the expectations for all members of our school community with regards to remote learning
- Ensure consistency in the approach to remote learning for pupils that supports continuity of learning
- Provide clarity as to how our school's approach to remote learning links to guidelines from both the council and Education Scotland
- To continue to raise attainment for all pupils.
- To identify and support pupils who require assistance in accessing the digital curriculum.
- To create a uniform approach, across Notre Dame High School, to the virtual learning environment (VLE).
- to outline a Digital Learning approach for blended learning and remote learning.
- to simplify the process of setting home learning through the VLE.
- to provide an in-house standard, that can be easily referenced to facilitate high quality learning experiences.

Solution

- To provide support and development opportunities to staff, pupils and parents to deepen understanding and use of the preferred VLE, Microsoft Teams.

- To provide a clear and concise policy guide for the use of Microsoft Teams, including best practice.
- To outline the process for supporting pupils in accessing the digital curriculum
- to create resources for staff, pupils and parents that are accessible and enable participation in the digital curriculum through a Digital Learning Web Portal, Microsoft Teams and Staff and parental CPD offerings.

Pupil Entitlement

Pupil Entitlement as outlined by Education Scotland:

- a) learning opportunities which reflect the principles of Curriculum for Excellence, allowing learners to develop their knowledge, skills and attributes in a variety of relevant contexts and across curriculum areas.
- b) access to appropriate physical resources where needed – this might include learning materials, textbooks and / or digital devices.
- c) on-line resources that will be consistently used across learning to aid interaction, assessment and feedback.
- d) regular high quality interactive learning and teaching using technology or other remote methods.
- e) a balance of live learning and independent activity.
- f) access to key learning which is available for learners to revisit as often as necessary.
- g) ongoing dialogue, reflection and feedback with practitioners in relation to their own learning.
- h) daily registration/check in for every learner, recognising that the format for this may vary depending on the age and stage of learners.
- i) regular opportunities for engagement with other pupils to support learning, as well as informal engagement.
- j) due regard for their safeguarding.

The Virtual Learning Environment (VLE)

Microsoft Teams

The Virtual Learning Environment is where the majority of the Digital Learning will take place. This is where teachers and pupils will access learning and teaching. How we make use of the VLE will vary depending upon school arrangements, such as closures or blended learning.

In Notre Dame High School, **Microsoft Teams**, is the VLE that we will be focussing on. We do have access to Show My Homework, but for the purpose of streamlining and simplifying access for staff and pupils, Microsoft Teams is what we should be using primarily. The ability to engage parents via Show My Homework is not currently present in Microsoft Teams, but according to Microsoft this feature is in development. Regardless, the ability to communicate via posts, virtual meetings and work on documents collaboratively with pupils and colleagues outweighs the benefit of Show My Homework with regard to parental engagement.

Microsoft Teams allows us to address individual pupils, classes and year groups in a way that Show My Homework does not.

Creating your Class Team

There are a number of ways to create your class Teams, some taking more time than others. There are a number of factors that can affect when you create your Teams, and we would recommend waiting until at least the second week of the new academic session to add pupils to the team. This is to allow SEEMIS and GLOW to synchronise and enable teachers to create Teams based on Office Groups. This shortens the process significantly. Alternatively, you can still create Teams manually by entering each pupil individually.

When creating teams, staff should use the bulk pupil add method (a guide is available on the NDHS Staff Team to minimise workload). This feature will only work after SEEMIS has synced after the first two weeks of the new academic term. However, staff can create their Team and add files and/or resources at any point.

What is the role staff?

'Class teacher retains responsibility for planning and organising children's and young people's learning, with learning supported by parents and carers'

Education Scotland January 2021

General Teams Policy

Each Department should have its own Staff Team. BGE and Senior Phase Courses should be uploaded for easy access, if required to work from Home.

Every class should have a **Class Team**.

Team members should be added by the class teacher using Office Groups, rather than a Teams join code. This is to allow stricter management and supervision of the Class Team.

There should be a minimum of two owners of each Class Team – including class teacher(s) and Principal Teacher.

Team owners may want to create additional channels relating to specific parts of their curriculum if necessary.

All Teams should include Class Notebook Tab and Insights Tab. These will need to be added by Team owners. Instructions on how to do this are available on the NDHS Team Support Channel.

Posts, Files, Assignments and Grades are populated automatically and do not need to be added.

Team owners can vary the settings on each team as appropriate. For example, pupils can be muted if necessary and content restrictions can be enabled to limit potential for inappropriate communications from pupils.

For further information on practices, please see Inverclyde Council Digital Safeguarding Policy.

(Revised January 2021)

Models of Learning: Session 2020-21

Full Attendance with Self Isolators (Model A)

This is as close to 'normal' as we can expect in the medium term and is what we have been delivering over the last few months up until January 2021. From an educational perspective, the preparedness amongst staff for this model of education was high thanks to the enthusiasm and willingness of staff to transition to the VLE as the March lockdown kicked in. However, this still presents challenges with regards to pupil engagement and teacher workload.

Blended Learning (Model B)

At the start of this academic session plans had been put in place for blended learning with the school split into **A Group** and **B Group** in order to reduce class size and allow for effective social distancing (2 metres). Whether the new Covid-19 Variants will allow for this model to be introduced remains to be seen. It is clear that there is still the possibility of a blended model, with pupils alternating between attending school and working from home.

Remote Learning (Model C)

What is remote learning?

*'Remote learning is learning that is **directed** by practitioners and **undertaken** by children and young people who are not physically with the practitioner while instruction is taking place.'*

Education Scotland January 2021

This will come into effect in January 2021 until at least mid-February 2021, with the vast majority of pupils working from home.

Each scenario presents different challenges. By issuing the guidance below with regards to the Teams VLE, our aim is to ensure that there is consistency of approach across the school which will reduce some of the obstacles to accessing the digital/remote curriculum. It should also mean that teachers do not have to adapt how they interact with the VLE significantly in each of the aforementioned learning scenarios.

Full Attendance with Self Isolators (Model A)

Guidance below with regards to Model A and the Microsoft Teams VLE:

Encouraging the use of Teams during Face-to-Face teaching will have a positive impact on engagement if required to move to blended learning or to remote learning, as is the case in January 2021. This will enable pupils to familiarise themselves with processes, passwords etc.

The use of smartphones in class via the BYOD WiFi network or pupils' own data connections is a matter for departments and teacher discretion. Usage should be strictly supervised and only during agreed times using clear signage and instruction.

Not all pupils have access to personal devices through parental choice or social exclusion so use of personal devices should be sensitively dealt with and should not form the basis of lesson planning. Laptops and PCs are bookable throughout the school for this purpose.

In the instance of pupils self-isolating, the work for that week should be posted as an Announcement Post on the relevant class team, including any materials. It is possible to issue Assignments to individual pupils, but this is more time consuming and will complicate the tracking of assignments across any given class. Instructions on how to do this are available on the NDHS Team Support Channel.

All homework tasks should be uploaded as Assignments with clear instruction for submission, including a pupil work document.

Where appropriate, grades for homework should be entered into Teams. Instructions on how to do this are available on the NDHS Team Support Channel.

Blended Learning (Model B)

Senior Management will provide further detail, including the specifics, on our approach to blended Learning in the event that this is a requirement. The following guidance refers to how we interact using the Teams VLE and assumes that the A/B approach formulated for the start of this academic year is still valid. This approach also assumes that pupils will not be following a remote timetable, although it may be useful for teachers to organise optional virtual attendance to some or all lessons in conjunction with required remote learning tasks. It is worthwhile considering the Scottish Government's CERG Blended Learning documentation which observes that "delivered effectively a blended approach can at least mitigate some of the adverse impact of part-time in-school education". Blended learning is clearly not a substitute for face-to-face teaching and is not without challenges.

Guidance below with regards to Model B and the Microsoft Teams VLE:

Any learning materials such as PowerPoint, PDF or handouts should be uploaded to the Class Materials folder in the Class Team Files section, with a clear, consistent and organised file structure in advance of the lesson.

Care should be taken to ensure that pupils are not overwhelmed by the number of tasks that they are being asked to complete. While this remains difficult when teachers do not have an overview of a pupil's workload, by observing the following guidance for BGE and Senior Phase this can be achieved.

For BGE classes (S1-3) no more than one assignment per week should be issued, although may include multiple tasks and live or pre-recorded input.

For Senior Phase (S4-6) guidance should be taken from PT curriculum with regards to content, volume and frequency of assignments. This will vary from subject to subject and will take into account teacher led activities and interaction. Consideration must be given to workload, course progression and assessment.

Consideration should be given to the time constraints and pressures of working from home when work is being planned. As a general rule, 30 minutes of work should be issued for every period that is missed. For example, an S1 Geography class who attend the subject 1 period per week should expect around 30 minutes of work issued via Teams assignments whereas an S1 English class may have 2 hours of work as they are missing 4 lessons.

Education Scotland guidelines indicate that the at home part of blended learning is better suited to consolidation and enhancing prior learning, and this may factor into teacher planning of in school and at home activities.

For BGE and Senior phase, pupils who are showing repeated disengagement should be recorded on the spreadsheet provided. Repeated incidents may require referral to Principal Teacher.

Engagement should be measured using the Insights Tab which should be added to all Class Teams. Instructions on how to do this are available on the NDHS Team Support Channel.

It allows Teachers and curriculum PTs to measure what pupils are looking at, how often and when.

If there are concerns about a pupil's ability to access remote or blended learning because of a lack of connectivity or device, a referral should be made to the PT Digital Learning.

If there are immediate concerns about wellbeing, teachers should contact the appropriate PT Guidance or year group head as soon as possible.

Remote Learning (Model C)

This will be the approach undertaken throughout January and into February 2021. This was announced by the Scottish Government on 4th January 2021.

Remote Learning may continue depending upon the outcome of the Scottish Government's review of community transmission rates of Covid-19. The First Minister indicated that further review is to take place mid-February.

With the vast majority of pupils and teachers working from home, there are a number of steps that departments and staff should take to ensure that we are prepared and have the means to deliver remote learning.

The Remote Learning School Day

This will be different from face-to-face teaching. Each School day pupils will register through their registration Team and can ask for support if they need it. We ask pupils to register before 09:30 am. Registration teachers use this to update attendance and inform PT Guidance/SMT about any issues pupils are facing.

Activities and tasks will be posted as Teams Assignments with clear instructions and deadlines. This is to help pupils and parents manage their workload. S1, S2 and S3 pupils (Broad General Education) will be working from the BGE schematic issued by the school in January 2021. Senior phase pupils will follow their regular timetable. All pupils will engage in learning that includes independent learning, live lessons, pre-recorded lessons and teacher check-ins. In addition, weekly assemblies will be delivered across all year groups by Depute Heads.

Pupils can easily contact class teachers, registration teachers and PT Guidance via their Teams. If pupils are stuck, they should ask their class teacher via Teams or via e-mail.

Pupil work will be given feedback via Teams assignments and this allows for confidential conversations about work to take place between teacher and pupil. Principal Teachers of Curriculum have access to all classes and will quality assure pupil work and marking where necessary or appropriate.

Key Principles of Remote Learning:

- remote learning will not replicate face to face in school teaching – in style, approach or hours of delivery.
- class teacher retains responsibility for planning and organising children's and young peoples' learning, with learning supported by parents and carers.
- opportunities for learners to progress and extend their learning.

- approaches to assessment of learning and providing feedback that support and capture children and young peoples' achievements in school and at home.
- provision of learning activities to ensure engagement for all, considering the age and stage of development of learners, and introducing increasing opportunities for independent study as appropriate.
- provision of learning activities for learners who require additional support for learning and any learners who may be particularly vulnerable or disadvantaged.
- a shared understanding between home and school of the remote learning approach and the respective roles and responsibilities of all involved.
- continued endeavours to tackle digital exclusion, including the provision of devices and connectivity solutions to support learning.
- partnership working with community providers and third sector organisations to support provision.

Guidance below with regards to Model C and the Microsoft Teams VLE:

Departments should begin to upload BGE and Senior phase curriculum materials to a Departmental Team. This is to ensure that staff can access learning and teaching materials from home, in turn allowing them to set work for classes.

If departments require support with this, they can contact the PT Digital Learning.

New information or lessons should be high quality teacher led activities with attendance closely monitored. Teacher led activities can take many forms and could be live lessons (camera optional), pre-recorded PowerPoint (or similar), a demonstration of worked examples or a video.

Videos can be developed by teachers or taken from **ClickView, West OS, Oak National Academy, E-Sgoil** or similar.

If teachers engage in virtual on camera live lessons, consideration should be given to ensuring that the environment is appropriate with regards to sound and background. This may be useful for some subjects in some circumstances but is not a requirement.

Virtual live lessons should be arranged in advance using the Meetings function of Teams to ensure that pupils are notified and are able to attend. Pupils may not have access to a device at short notice if siblings or parents are also working from home.

If virtual live lessons are undertaken, classes should be reminded about the need for appropriate dress and setting for participation if they intend on being on camera. To reduce workload, staff will be provided with a standard statement to be added to any live meeting description that is scheduled highlighting the standards expected of pupils.

Any learning materials such as PowerPoints, PDF's and notes should be uploaded to the Class Materials folder in the Class Team Files section, with a clear, consistent and organised file structure in advance of the lesson.

Care should be taken to ensure that pupils are not overwhelmed by the number of tasks that they are being asked to complete. While this remains difficult when teachers do not have an overview of a pupil's workload, by observing the following guidance for BGE and Senior Phase this can be achieved:

For BGE classes, no more than one assignment per week should be issued. Although may include multiple tasks. Assignment deadlines should be in line with SMT issued home learning schematic.

For senior phase, guidance should be taken from PT curriculum with regards to content, volume and frequency of assignments. This will vary from subject to subject and will take into account teacher led activities and interaction. Consideration must be given to workload, course progression and assessment.

Consideration should be given to the time constraints and pressures of working from home when work is being planned. As a general rule, 30 minutes of work should be issued for every period that is missed. For example, an S1 Geography class who attend the subject 1 period per week should expect around 30 minutes of work issued via Teams assignments whereas an S1 English class may have 2 hours of work as they are missing 4 lessons.

Education Scotland guidelines indicate that the at home part of blended learning is better suited to consolidation and enhancing prior learning and this presents a challenge in this model of learning. Therefore, live interaction (as defined in this document as narrated PowerPoints, ClickView videos or similar and live lessons) should be the mode of learning for introducing new learning and content. This should factor into teacher planning.

Pupil engagement can be measured through the Insights Tab, Assignments and through live lessons registers. This allows teachers and curriculum PTs to measure what pupils are looking at, how often and when.

Pupils who do not engage should be identified using the SMT provided spreadsheet.

If there are concerns about a pupil's ability to access remote or blended learning because of a lack of connectivity or device, a referral should be made to the PT Digital Learning. (should I add a tile on GLOW for staff to do this?)

If there are immediate concerns about wellbeing, teachers should contact the appropriate PT Guidance or year group head as soon as possible by telephone or e-mail.

Any remote collection of evidence for qualification classes should be done so in accordance with SQA guidance for session 2020-21 and agreed upon in advance with PT Curriculum.

Additional information regarding changes to courses is available from the SQA website:
<https://www.sqa.org.uk/sqa//95579.html>

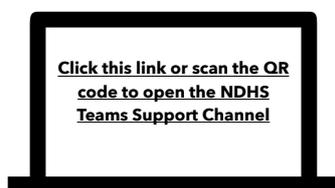
Remote Learning Checklist for Staff

Remote Learning VLE Checklist



Departmental Team Setup		PT Tick
Has a departmental Team been created?		
Have all staff in the Department been added to it?		
Do you have at least two "owners" of the Team?		
Has the department organised the upload of curriculum materials?		
BGE Teams Setup	Teacher Tick	PT Tick
Has a Team been created for each S1, S2 and S3 class?		
Has the class teacher(s) and PT Curriculum been added to the Team as "owners"?		
Have Channels been setup? One Channel should be Teacher comment Only and at least one Channel for Pupil Questions . You may also create channels for Units and so on.		
Senior Phase Teams Setup	Teacher Tick	PT Tick
Has a Team been created for all S4, S5 and S6 classes?		
Has the class teacher(s) and PT Curriculum been added to the Team as "owners"?		
Have Channels been setup? One Channel should be Teacher comment Only and at least one Channel for Pupil Questions . You may also create channels for Units and so on.		
Assignments	Teacher Tick	PT Tick
Are all teachers using Assignments to issue work to pupils?		
Have Channels been setup? One Channel should be Teacher comment Only and at least one Channel for Pupil Questions . You may create channels for Units etc		
Additional Required Tabs	Teacher Tick	PT Tick
Has Insights been added to all class Teams?		
Has the Class Notebook been setup for each class?		

Video guides on how to complete most of these task are available on the **NDHS Staff Team**.



Support for Staff

NDHS Staff Team

The staff team is an area for informal support and self-help via the Teams Support Channel. There are a number of videos here illustrating how to carry out certain tasks in Teams. You can request a guide to anything you are stuck with by posting a message in the Channel or e-mailing the PT Digital Learning.

All NDHS staff have been added to the Team. It should be visible via GLOW or the app.

You can also follow the link below if you are reading this on a digital device, or scan the QR code, to the right, using a smartphone if using a paper copy:

<https://teams.microsoft.com/l/team/19%3acf4d830bb98c476f85d041f570e41a32%40thread.tacv2/conversations?groupId=f2ea0f9c-3785-462a-a310-c7fb2ca3fb83&tenantId=ccd32ca3-16ce-428f-9541-372d6b051929>



Digital Learning Web Portal

This will be primarily for pupils and parents but may also be of use to teachers. The website will be attached to our School Website and will allow pupils to request GLOW password reset and will include video guides and information to assist pupils accessing their learning via Teams. All staff will be notified when this is live.

You can also follow the link below if you are reading this on a digital device, or scan the QR code, to the right, using a smartphone if using a paper copy:

<https://blogs.glowscotland.org.uk/in/digitallearning/>



Staff CPD

As was the case in March, formal and informal CPD will continue to be offered throughout January and February. Departments should consider at DMs what support they require, if any, and to request assistance from the PT Digital Learning.

Inverclyde Support

The Inverclyde Glow Support Team includes support for all things GLOW, including Teams.

This is run by Norman Greenshields and has knowledgeable contributors from across the authority. This is a good place to discuss best practice with your fellow subject specialists or to problem solve issues within GLOW.

You can also follow the link below if you are reading this on a digital device, or scan the QR code, to the right, using a smartphone if using a paper copy:

<https://teams.microsoft.com/l/team/19%3a48c7b98b4a5049ce9c3b44a4b3a62d1e%40thread.tacv2/conversations?groupId=42cfd258-64cb-4f89-996f-0a247d2637ac&tenantId=ccd32ca3-16ce428f-9541-372d6b051929>



Contacts

Notre Dame High School

PEF PT Digital Learning: Raymond MacDougall
inram001@glow.sch.uk

Digital Learning Link SMT: David McEwan
gw07mcewandavid2@glow.sch.uk

NDHS IT Co-ordinator: Stephen Dalziel
INSTZ339@glow.sch.uk

Inverclyde Council

Digital Learning Officer: William Brown
inwbrown001@glow.sch.uk

Useful Links

Scholar:

<https://scholar.hw.ac.uk/sso/login?service=https%3A%2F%2Fscholar.hw.ac.uk%2Fvle%2Fscolar%2Fsession.controller%3Faction%3Dhome>

BBC Bitesize Secondary:

<https://www.bbc.co.uk/bitesize/secondary>

E- Sgoil:

<http://www.e-sgoil.com>

Oak National Academy:

<https://www.thenational.academy>

West Online School:

Link not available yet!

Parent Section

What is the role of parents?

“Parents and carers want the very best for their children. It is important to stress that, in a period of remote learning, parents and carers are not expected to be teachers and we understand that many will be juggling work and childcare.”

Education Scotland January 2021

What will remote learning look like for learners?

“Learners should not engage in online learning for the entirety of the school day. Learning may include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried out away from a digital device.”

Education Scotland January 2021

Pupils should make effort to establish a routine to their day. Checking in with their registration class and then working from their BGE or senior phase timetable. This will allow pupils to keep on top of their work and maintain a healthy state of mind with regards to their schoolwork.

Pupils should make every effort to attend live lessons and check-ins as these are great opportunities to ask questions and engage in their learning socially.

Expectations with regard to live lessons are very similar to a classroom setting. Pupils know how to behave in class and therefore know how to behave in the virtual learning environment. See our examples below for further guidance on expectations:



Live Lessons on Teams



Use Hands Up Button to speak



Microphone should be muted to begin the lesson.

*Cameras can be switched on, but pupils must be presentable.
Teachers may ask for No cameras.*



Be patient and Respectful of your teachers and fellow pupils.

During Live Lessons, Pupils should...



Expectations on Teams



Posts should always be respectful and appropriate for school.

Use of emoji and GIFs should be kept to a minimum.

You should tag your teacher with an @ if you need assistance.

You should write in full sentences, using correct grammar - just like you would in your class jotter.

Stay on top of your work and submit assignments on time.

Your class Teacher sets the tone and the rules for your Team, just like in class.

Your teachers are here to help.

Stay safe.

Digital Learning Web Portal

This will be primarily for pupils and parents but may also be of use to teachers. The website will be attached to our School Website and will allow pupils to request GLOW password reset and will include video guides and information to assist pupils accessing their learning via Teams.

You can also follow the link below if you are reading this on a digital device, or scan the QR code, to the right, using a smartphone if using a paper copy:

<https://blogs.glowscotland.org.uk/in/digitallearning/>



Pupil and Parental ICT Offer

If pupils are struggling with accessing their blended and/or remote learning, socially distanced in school training can be provided. Contact the school if this is something that you are interested in. This will allow parents to more confidently support pupils working at home.

Parental Engagement

This will continue through the Parent Council but there will also be parent surveys issued to all parents of pupils at Notre Dame high School to gauge opinion on the Digital Learning Offer provided by the School.

We will do this through our social media pages and our Digital Learning Portal.

School Contacts:

School Office Tel: 01475 715150

School e-mail: innotredame@glowscotland.onmicrosoft.com

PT Digital Learning: Mr R MacDougall

Digital Learning Link Depute: Mr D McEwan

IT Co-Ordinator (Depute): Mr S Dalziel

Education Scotland Guidance for Parents:

<https://glowconnect.org.uk/about-glow/glow-for-parents/>

Language of Remote Learning – Glossary

Remote Learning

Working entirely from home

Blended Learning

A mixture of in school and home learning.

Microsoft Teams

Software that is being used in Notre Dame High School, and across Scotland, to offer virtual learning.

GLOW – Online Learning tools for students

Anywhere, anytime learning – learners can access the resources and features of Glow using any device at any time. This means that learning can continue outside the classroom on any device that is connected to the internet

Microsoft Office – This is the professional standard in higher education and the workplace for word processing etc. This is free to all GLOW users. Pupils can download this for computers, tablets and mobiles and use for free after signing in with their GLOW details.

QR Code

A black and white image that contains information accessible when scanned using a smartphone.

App

An application. Often used while referring to smartphone or tablet devices.

Web Portal

A website with information.

VLE

Virtual Learning Environment – a virtual classroom.

Welfare and Safeguarding

The following advice and guidance are extracted, unaltered, from Inverclyde Council's **Digital Safeguarding Guidance** document (revised January 2021). The full document was issued to staff in January via e-mail (dated 15/01/21).

Advice & Guidance

Communication Channels – Staff to Learners:

Staff should only use authorised channels of communication such as:

Telephone (SMT/pastoral care staff only) – it is advisable not to use personal devices/numbers.

School email via Glow – do not use personal email accounts.

Microsoft Teams via Glow.

Videoconferencing/live streaming

Teams video conferencing within Glow is available for staff-to-teams communication. Glow/Education Scotland now have different settings for adult users compared to student users. This allows staff to be able to link with other staff colleagues on an individual basis. However, in the case of working with students, this can only be done in a team/group basis.

Staff should not work 1-2-1 with students through Teams.

Since August 2020 it has been possible to link with pupils through the Teams video conferencing/meeting and to see them on camera. Pupils and staff however may opt to not make use of the camera for many different reasons. All users of Glow should respect an individual's rights to choose not to appear on camera.

When a meeting has been set up, all participants will be placed in the online lobby until the member of staff hosting the meeting is present. It is advisable for the teacher to start the meeting promptly, so that they can let students join the lesson/meeting. The team presenter controls the ability to let others present their screens/resources. It is not advised that staff try to bypass this lobby process, as it ensures that the behaviour of students is always being monitored by a member of staff.

All Glow users are recommended that the background image be blurred or hidden. If a user chooses not to blur their background, they should consider carefully what can be viewed in the background or indeed if clues to their home location can be identified. As indicated previously, Glow should not be accessed by parents and so teachers should alert their Head Teacher's to any incidents where parents try to engage with the lesson/meeting. The teacher has the ability at any point to stop the online meeting, if concerns arise.

A recent extension to Teams has created the ability to make use of breakout rooms. These will be very useful when working with smaller groups of students. This change however

does need to be planned in advance. Again, it is important to note that putting pupils into a breakout room means they still remain as participants. So, teachers need to consider how they will monitor the activity happening in each room and also who they need to set up as presenter for that room. Again, it is encouraged that staff consider trying this out with their staff colleagues first to get used to managing the settings and to pair up with colleagues when using this aspect with students.

Communication Channels – Staff to Staff:

Staff communication channels are likely to be well established and may include:

- School email
- Microsoft Teams
- Microsoft Teams video

Communication using Teams is subject to factors such as your own home broadband connection level, overall use of Glow Teams at that particular time of day and broadband companies altering their normal connectivity at different times.

In these instances, our simple advice is to consider turning off the cameras and rely on discussion aspect, whilst using the chat facility with Teams to allow individuals to raise their questions. Any meeting online does need a good chairperson.

Video-conferencing – Supporting colleagues

Teams video conferencing within Glow are available for **staff-to-staff** communication. This is an effective way to keep in touch with your colleagues even if just to share a coffee break.

Access to online resources & GDPR

GDPR compliance continues to be the responsibility of the school.

A comprehensive list of Privacy Impact Assessment approved apps can be found on the Continuity of Learning Sway (Glow sign in required). A list of online resources to support learning has been compiled and can also be found on the sway but please note many resources can be used without the need to create an account or sign in and although this may restrict access to some features it would avoid having to scrutinise Privacy Statements and Terms & Conditions and complete a PIA. If in doubt, please contact our Council GDPR Team.

We are aware that a number of app providers/suppliers are currently offering their products free to schools – please note:

if the app has already been approved (see Approved PIA list above) then it is likely to be compliant, however, please follow any advice note attached to the approval

if any identifiable information needs to be shared with the company e.g. pupil email address and the resource has not already been through the Inverclyde's PIA approval process then **do not** sign up for this resource.

In addition to the above, staff were also reminded of the following:

Don't upload any identifiable/personal information onto Glow or OneDrive

Don't transfer identifiable/personal information onto non-encrypted external drives

Staff given Aventura access and an education laptop to use at home should be aware that they are using filtered and monitored internet access, i.e., a password protected VPN which is ultimately linked to our normal safe

Filming video at home: Helpful advice if being published publicly

Remove personal photos or anything that may identify other members of the family from the background.

Be aware of anything in the background that you may not want children to see – your wine rack (or similar)

Be aware of anything in the video that may identify where you live i.e., what can be seen through the window/door.

No pupil or staff names to be mentioned in videos

Deal with any potential noise disturbances before starting e.g., washing machine

Don't film directly in front of a window, either facing or in front of, as the light will cause you either to be put in the shade or perhaps over-exposed. (Shutting blinds or curtains negates this).

Be careful of wee people or pets in the house as they may make a guest appearance at an inappropriate time.